

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Collaboration skill becomes one of the key skills to thrive in today's world. Several frameworks of 21st century skill reviewed by Dede (2009) mentioned about collaboration skill, such as International Society for Technology in Education ICT Skills conception in 2007. In the framework, communication and collaboration domain skill expects students to be able to collaborate by using digital media and environments to support individual learning and contribute to others. It is reflected due to the fact that working in this recent knowledge-based economy is in the form of teamwork with people in different areas through various media, no longer in the form of individual work as in industrial setting (2009: 2). Collaboration skill is also part of the top domain skills of learning and innovation in P21's Framework for 21st Century Learning (2007) alongside the other three Cs; creativity and innovation, critical thinking and problem solving, and communication. Similarly, collaboration skill is stated to be essential not only as it is intended to prepare students for facing the complex life and work environment, but also to make them becoming a self-reliant lifelong learner (Trilling and Fadel, 2009: 49). Collaboration is required as learning is a social process, based on Vygotsky's social constructivism theory, where internalization of knowledge occurs when there is a social interaction between student-student

and/or teacher-student to solve real problems or tasks along with one own personal critical thinking process (Powell and Kalina, 2009).

More recent findings of ‘future skills’ by World Economic Forum and UNESCO also highlighted the global demand for collaboration skill. In Future of Jobs Report (World Economic Forum, 2016), social skills which include the skill to ‘coordinate with others’ stated to be the second place in demand from 2015 to 2020 across industries, out of nine skill sets (2016: 22). This urgent demand emerges as in the face of automation era, the ability to work with data and machines need to be balanced alongside the ability to deal with complex work process which include people and organization (2016: 24). In International Dephi Survey Report by Ehlers and Kellerman (2019) which stated that the survey go ‘beyond digital skill demands’, cooperation skills is stated as part of the ‘social world or organization-skills related’ dimension along with other set of future skills. The report stated that this dimension of skills emphasizes the idea to enable individuals to deal with their social environment, in response to the future scenario of higher education learning; one of which is the lifelong higher learning scenario. This scenario is strongly related to the issue of ‘adaption through learning’ which is significant for students especially in higher education level who are about to join the workforce soon as they graduate, due to the changing work environments.

At the national level, *Kerangka Kualifikasi Nasional Indonesia* (KKNI) or Indonesian Qualification Framework (IQF) stated the requirement of such skill of collaboration for higher education graduates who will immediately join the

workforce. In the qualification framework point (d), graduates particularly in undergraduate and vocational level (S1 and D4) are expected to be:

“Responsible for her/his own job and can be assigned responsibility of the attainment of organization's performances”. (kkni.kemdikbud.go.id)

Point (d) stated in the qualification implicitly reflected the significant role of collaboration in today's complex work environment, in which to be responsible for one's own job as well as other's job in an organization. This point of collaboration skill is also highlighted in the most recent regulation of Ministry of Education and Culture 2020 regarding the National Standard for Higher Education (*Standar Nasional Pendidikan Tinggi*), particularly in general skill framework. In the regulation, collaboration is also stated in the affective aspect, in which all the academic, vocational, and professional education graduates require to have several attitudes, one of which is the ability to ‘work together’:

“bekerja sama dan memiliki kepekaan sosial serta kepedulian terhadap masyarakat dan lingkungan.” (Peraturan Menteri Pendidikan dan Kebudayaan No. 3 Tahun 2020)

All these collaboration skill principles, stated in the regulation (Article 4 verse 2), have to be integrated in higher education curriculum.

Prior to this matter, curriculum adjustment is required nation wide. All study programs under higher education institutions require to prepare their graduates by ensuring all the important skills, including skill of collaboration, have already integrated in all of course elements. Course elements, according to Richards (2001), include syllabus, learning material, learning activities, as well as assessment. English Language Education Study Program at Universitas Negeri Jakarta has already stated the requirement of skill of collaboration in the statement

of learning outcomes for graduates. The statement is highlighted in ‘general skill’ aspect of learning outcomes to which graduates are expected to be able to work collaboratively and be proficient to utilize various supporting capacities in their environment:

“Mampu bekerja secara kolaboratif, dan pandai memanfaatkan berbagai daya dukung yang terdapat di lingkungannya.”
(Rumusan Capaian Pembelajaran Lulusan Program Studi S1 Pendidikan Bahasa Inggris Fakultas Bahasa dan Seni Universitas Negeri Jakarta)

However, it has not been certain how the collaboration skill intended in the statement of learning outcomes is actually addressed in syllabus and other elements under the curriculum.

In response to this matter, Hidayati (2019) conducted a study in one of the course element; teaching learning activities, through an observation. The study aims to investigate students’ skill of collaboration based on NEA and P21’s framework of 21st century skills at Biology Education Program Universitas Islam Riau, Indonesia. The observation was conducted in human anatomy and physiology courses, where collaborative skills data were collected by observing indicators of skill during the learning process. The result of the study showed that the indicator of collaboration skill which is responsibility reached the highest score (76.4, good category), while indicator to work as a whole team reached the lowest score (58.5, sufficient category), out of five indicators being observed (responsibility, respects others, contributes, organizes work, works as whole team). The study concluded that educators need to think carefully about choosing the right learning strategies to build students’ skill of collaboration. No other source has yet been found related to the investigation of skill of collaboration in

other course element. Thus, this variable need to be examined in more detail way with detail sources.

This present study is focused on the investigation of collaboration skill in a course namely English for Popular Science Communication of English Language Education Study Program at Universitas Negeri Jakarta, primarily in the learning activity of the course, with syllabus document as to support the data source. A genre-based context considering relationship between popular science as a genre that can promote collaborative aspects is proposed in this present research (Nwogu, 1991; Tuan, 2011). This present study aims to find out whether or not skill of collaboration, as one of the essential skill in today's world, has been integrated in the course considering how the skill itself being addressed intentionally in syllabus and implemented in the learning activity.

1.2. Research Question

This study is focused on gaining insight for two questions:

1. What are the aspects of collaboration skill addressed in syllabus of English Popular Science Communication course at ELESP UNJ?
2. What are the aspects of collaboration skill implemented in learning activity(s) of English Popular Science Communication course at ELESP UNJ?

1.3. Purpose of the Study

Based on the research question, this study is conducted to identify aspects of collaboration skill integrated in syllabus and learning activity(s) of English

language course with genre-based context, particularly English for Popular Science Communication course at ELESP UNJ.

1.4. Scope of the Study

This study is focused only on describing integration of skill of collaboration aspects from syllabus or RPS and learning activity(s) of English for Popular Science Communication course at English Language Education Study Program Universitas Negeri Jakarta. Statements in syllabus components are taken into consideration to highlight collaboration skill aspects in the intended teaching-learning process, while interactions in learning activity(s) are taken into consideration to highlight collaboration skill aspects in the actual learning process.

1.5. Significance of the Study

This present study is expected to give a contribution as a reference to the discussion of 21st century learning in the language teaching field, as well as to give more insights to support the curriculum adjustment in ELESP UNJ. The study is carried out to establish a description of collaboration skill integration in academic documents of ELESP UNJ course with genre-based context in particular. The result of the study is also expected to trigger further research and development program related to the issue of 21st century teaching and learning process in English language education context.